

Social Studies Grade- and Course-Level Expectations 2.0
A Framework for Instruction and Assessment
September 2007

The *Social Studies Grade- and Course-Level Expectations* outline related ideas, concepts, skills and procedures that form the foundation for understanding and learning social studies. The 2.0 version updates to the October 2004 K-12 *Social Studies Grade-Level Expectations*. The Grade-Level Expectations (GLEs) in grades K-8 specify social studies concepts that students need to understand thoroughly for future learning in grades 9-12 and beyond. The Course-Level Expectations (CLEs) outline rigorous expectations for understanding our history and effective participation in our civic life as citizens and consumers for high school courses in United States History, Government, Geography, World History, and Economics.

Essential content is aligned to the Missouri Show-Me Standards. The following sets of standards served as primary source documents for the 2.0 version of the Social Studies GLEs and CLEs: National History Standards (<http://nchs.ucla.edu/standards/toc.html>); NCEE Economic Standards (<http://www.councilforeconed.org/ea/standards/>); National Geographic Standards (<http://www.nationalgeographic.com/xpeditions/standards/matrix.html>); National Standards for Civics and Government (<http://www.civiced.org/index.php?page=stds>). These source documents promote the analysis and application of information, communication, problem solving and making decisions as responsible members of society by students. Each Grade- and Course-Level Expectation is aligned to Show-Me Content and Process Standards (1996). A Depth-of-Knowledge level has been assigned to each grade and course level expectation. The Depth-of-Knowledge identifies the highest level at which the expectation will be assessed based on the demand of the GLE. Depth-of-Knowledge Levels include: Level 1-recall; Level 2-Basic Reasoning; Level 3-Complex Reasoning; and Level 4-Extended Reasoning.

The Grade- and Course-Level Expectations format with examples below includes:

- Asterisk – indicates Course-Level Expectations for local assessment
- Bolded words are in the glossary for all social studies content areas; non-bolded words in the glossary are exclusive to EOC content areas

NOTE: It is essential to include all expectations in your course or grade level curriculum as they are important components in the understanding and use of social studies concepts and skills even if they are assessed locally.

| CONCEPTS | 2. Knowledge of principles and processes of governance systems | | | | |
|--|--|---|-----------|---|-----------|
| | US History (Required by RSMO 170.011) | Government (EOC) (Required by RSMO 170.011) | Geography | World History | Economics |
| B. Similarities and differences of governmental systems | | * Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. | | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact. | |
| DOK | | 2 | | 2 | |
| Standards | | SS 2 1.9 | | SS 2 1.9 | |

Principles of Constitutional Democracy

| CONCEPTS | 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | | | | |
|---|---|--|-----------|---|-----------|
| | US History (Required by RSMO 170.011) | Government (EOC) (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Principles of constitutional democracy in the United States | * a. Analyze the changing roles of government in the context of the historical period being studied: 1. philosophy 2. limits 3. duties 4. checks and balances 5. separation of powers 6. federalism | a. Apply the following principles of constitutional democracy to historical and contemporary issues: 1. checks and balances 2. separation of powers 3. federalism 4. representation 5. popular sovereignty 6. due process of law 7. judicial review | | a. Analyze changes in democracy and republics over time | |
| DOK | 3 | 3 | | 2 | |
| Standards | SS1 1.6, 3.5 | SS1 3.5, 1.10 | | SS1 1.9 | |
| (A. Continued) | * b. Assess the changing roles of the following: 1. checks and balances 2. separation of powers 3. federalism | b. Determine the civic responsibilities of individual citizens | | b. Apply the following in the context of the historical period being studied: 1. democracy 2. republic 3. changing role of government 4. representation | |
| DOK | 2 | 2 | | 3 | |
| Standards | SS1 1.6 | SS1 4.2 | | SS1 3.5, 1.10 | |
| (A. Continued) | * c. Define and explain judicial review | c. Assess the changing roles of government 1. philosophy 2. limits 3. duties | | | |
| DOK | 2 | 2 | | | |
| Standards | SS1 1.10 | SS1 1.6 | | | |
| (A. Continued) | | d. Describe the historical foundations of the United States governmental system as reflected in the following documents 1. Magna Carta 2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory 3. Mayflower Compact 4. Declaration of Independence 5. Articles of Confederation | | | |
| DOK | | 3 | | | |
| Standards | | SS1 1.10, 1.5, 1.6 | | | |
| (A. Continued) | | e. Identify and give examples of democracies and republics | | | |
| DOK | | 2 | | | |
| Standards | | SS1 1.6 | | | |

Principles of Constitutional Democracy

| CONCEPTS | 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | | | | |
|--|---|---|-----------|---|-----------|
| | US History (Required by RSMO 170.011) | Government (EOC) (Required by RSMO 170.011) | Geography | World History | Economics |
| B. Role of citizens and governments in carrying out constitutional principles | | Explain the relevance and connection of constitutional principles in the following documents: 1. U.S. Constitution 2. Federalist Papers 3. Amendments to Constitution, emphasizing Bill of Rights 4. Key Supreme Court decisions <i>Marbury v. Madison</i> , <i>McCulloch v. Maryland</i> , <i>Miranda v. Arizona</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Topeka Board of Education</i> | | Explain the relevance and the connection of constitutional principles in the following documents: 1. Magna Carta 2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory | |
| DOK | | 3 | | 3 | |
| Standards | | SS1 1.5, 1.6, 1.10, 3.5 | | SS1 1.5, 1.6, 1.10, 3.5 | |
| C. Understanding of the main purposes of United States documents | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| D. Knowledge of the symbols of our nation | | | | | |
| DOK | | | | | |
| Standards | | | | | |

Principles and Processes of Governance Systems

| CONCEPTS | 2. Knowledge of principles and processes of governance systems | | | | |
|--|--|---|-----------|---|-----------|
| | US History (Required by RSMO 170.011) | Government (EOC) (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Principles and purposes of government. | Explain the importance of the following principles of government within the context of US History from Reconstruction to the present: 1. majority rule and minority rights 2. constitution and civil rights 3. checks and balances | a. Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general | | | |
| DOK | 2 | 1 | | | |
| Standards | SS2 1.6, 1.9 | SS2 1.6, 1.9 | | | |
| A. (Continued) | | b. Explain the importance of the following principles of government: 1. limited government 2. majority rule and minority rights 3. constitution and civil rights 4. checks and balances 5. merits of the above principles | | | |
| DOK | | 2 | | | |
| Standards | | SS2 1.10 | | | |
| B. Similarities and differences of governmental systems | | * Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact | | Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact | |
| DOK | | 2 | | 2 | |
| Standards | | SS2 1.9 | | SS2 1.9 | |
| C. Processes of governmental systems | Analyze the roles and influence of political parties and interest groups from Reconstruction to the present. | a. Explain the processes pertaining to: 1. selection of political leaders (with an emphasis on presidential and parliamentary systems) 2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>) 3. governmental systems 4. how laws and rules are made, enforced, changed and interpreted | | Analyze the processes pertaining to: 1. selection of political leaders 2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>) 3. governmental systems 4. how laws and rules are made, enforced, changed and interpreted | |
| DOK | 3 | 2 | | 2 | |
| Standards | SS2 1.6, 3.6 | SS2 1.10 | | SS2 1.6, 1.9 | |
| C. (Continued) | | b. Evaluate the roles and influence of political parties and interest groups | | | |
| DOK | | 3 | | | |
| Standards | | SS2 1.6, 3.6 | | | |

Missouri, United States and World History

| CONCEPTS | 3a. Knowledge of continuity and change in the history of Missouri and the United States | | | | |
|---|--|--|-----------|---------------|-----------|
| | US History (EOC) (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Understand the migrations of people from many regions to North America | Describe the migrations of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America’s history from Reconstruction to the present. 1. motivations for immigration 2. challenges to immigrants | | | | |
| DOK | 3 | | | | |
| Standards | SS3 1.6, 1.9 | | | | |
| B. Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| C. Discovery, Exploration and Settlement of the United States | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| D. Perspectives on The American Revolution | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| E. Westward Expansion and settlement in the US | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| F. Knowledge of contributions of non-Missourians | | | | | |
| DOK | | | | | |
| Standards | | | | | |

Missouri, United States and World History

| CONCEPTS | 3a. Knowledge of continuity and change in the history of Missouri and the United States | | | | |
|--|--|---|-----------|---------------|--|
| | US History (EOC) (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| G. Reform movements | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| H. Understanding the causes and consequences of the Civil War | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| I. Political development in the United States | Analyze the evolution of American democracy , its ideas, institutions and political processes from Reconstruction to the present, including: 1. Reconstruction 2. struggle for civil rights 3. expanding role of government 4. expanding participation in political processes | Analyze the evolution of American democracy , its ideas, institutions and political processes, including: 1. Constitution and amendments 2. struggle for civil rights 3. expanding role of government | | | |
| DOK | 3 | 3 | | | |
| Standards | SS3 1.6, 1.9 | SS3 1.6, 1.9 | | | |
| J. Understanding economic concepts | Apply the following major economic concepts in the context of the historical period studied: 1. natural resources, labor, and capital resources 2. supply and demand (shortages and surpluses) 3. business cycle 4. government regulation and deregulation 5. unemployment and full employment 6. inflation and deflation 7. saving and investment 8. profit | | | | Apply the following major economic concepts in the context of the historical period studied: 1. natural resources, labor, and capital resources 2. supply and demand (shortages and surpluses) 3. business cycle 4. government regulation and deregulation 5. unemployment and full employment 6. inflation and deflation 7. saving and investment 8. profit |
| DOK | 3 | | | | 3 |
| Standards | SS3 1,10 | | | | SS3 1.10 |
| K. Principles and purposes of government | Explain the importance of the following principles of government since Reconstruction 1. majority rule and minority rights 2. constitution and civil rights 3. checks and balances | Explain the importance of the following principles of government since Reconstruction 1. majority rule and minority rights 2. constitution and civil rights 3. checks and balances | | | |
| DOK | 2 | 2 | | | |
| Standards | SS3 1.10 | SS3 1.10 | | | |

Missouri, United States and World History

| CONCEPTS | 3a. Knowledge of continuity and change in the history of Missouri and the United States | | | | |
|--|--|--|-----------|---------------|--|
| | US History (EOC) (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| L. Principles of constitutional democracy in the United States | Assess the changing roles of the following: 1. checks and balances 2. separation of powers 3. federalism 4. define and explain judicial review | Assess the changing roles of the following: 1. checks and balances 2. separation of powers 3. federalism 4. define and explain judicial review | | | |
| DOK | 3 | 3 | | | |
| Standards | SS3 1.10 | SS3 1.10 | | | |
| M. Processes of governmental systems | Analyze the roles and influence of political parties and interest groups since Reconstruction to the present | Evaluate the roles and influence of political parties and interest groups | | | |
| DOK | 3 | 3 | | | |
| Standards | SS3 1.10 | SS3 1.10 | | | |
| N. Economic development in the United States | Describe the historical development of the American economy, including: 1. impact of geographic factors 2. role of the frontier and agriculture 3. impact of technological change and urbanization on land, resources, society, politics and culture 4. changing relationships between government and the economy | | | | Describe the historical development of the American economy, including: 1. impact of geographic factors 2. role of the frontier and agriculture 3. impact of technological change and urbanization on land, resources, society, politics and culture 4. changing relationships between government and the economy |
| DOK | 2 | | | | 2 |
| Standards | SS3 1.6, 1.9 | | | | SS3 1.6, 1.9 |
| O. Understanding the roles of people, business, and government in the economic system of the United States | Analyze the roles people, business, labor unions, and government play in the United States economy 1. how monopolies affect people's lives and how they are regulated 2. how boycotts, strikes, and embargoes affect trade and people's options 3. monetary policy (why the Federal Reserve System influences interest rates and money supply) 4. fiscal policy (government taxation and spending) | | | | Analyze the roles people, business, labor unions, and government play in the United States economy 1. how monopolies affect people's lives and how they are regulated 2. how boycotts, strikes, and embargoes affect trade and people's options 3. monetary policy (why the Federal Reserve System influences interest rates and money supply) 4. fiscal policy (government taxation and spending) |
| DOK | 3 | | | | 3 |
| Standards | SS3 1.10 | | | | SS3 1.10 |
| P. Understanding functions and effects of economic institutions | Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions, and financial institutions | | | | Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions, and financial institutions |
| DOK | 2 | | | | 2 |
| Standards | SS3 1.6 | | | | SS3 1.6 |

Missouri, United States and World History

| CONCEPTS | 3a. Knowledge of continuity and change in the history of Missouri and the United States | | | | |
|--|--|--|--|---------------|--|
| | US History (EOC) (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| Q. Knowledge of economic institutions | * Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy | | | | Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy |
| DOK | 2 | | | | 2 |
| Standards | SS3 1.10 | | | | SS3 1.10 |
| R. Understanding the roles of the government in the US economy | Identify the roles on government in the US economy (defining and protecting property right, maintaining competition, promoting goals such as full employment, stable prices, growth and justice) | | | | Identify the roles on government in the US economy (defining and protecting property right, maintaining competition, promoting goals such as full employment, stable prices, growth and justice) |
| DOK | 2 | | | | 2 |
| Standards | SS3 1.10 | | | | SS3 1.10 |
| S. Understanding the concept of location | * Locate the major cities of Missouri, the United States, and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and the world | | Locate the major cities of Missouri, the United States, and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and the world | | |
| DOK | 1 | | 1 | | |
| Standards | SS3 1.5 | | SS3 1.5 | | |
| T. Understanding the concept of Place | * Describe the physical characteristics and human characteristics that make places unique Explain how and why places change Explain how and why different people may perceive the same place in varied ways throughout the United States since Reconstruction | | Describe the physical characteristics and human characteristics that make places unique Explain how and why places change Explain how and why different people may perceive the same place in varied ways throughout the United States since Reconstruction | | |
| DOK | 2 | | 2 | | |
| Standards | SS3 1.10 | | SS3 1.10 | | |
| U. Understanding relationships within places | Distinguish major patterns and issues with regard to population distribution, demographics , settlements, migrations, and cultures in the US | | Distinguish major patterns and issues with regard to population distribution, demographics , settlements, migrations, and cultures in the US | | |
| DOK | 2 | | 2 | | |
| Standards | SS3 1.6 | | SS3 1.6 | | |
| V. Understanding relationships between and among regions | List and explain criteria that give regions their identities in different periods of United States history Explain how and why regions change | | List and explain criteria that give regions their identities in different periods of United States history Explain how and why regions change | | |
| DOK | 2 | | 2 | | |
| Standards | SS3 1.10 | | SS3 1.10 | | |

Missouri, United States and World History

| CONCEPTS | 3a. Knowledge of continuity and change in the history of Missouri and the United States | | | | |
|--|--|--|-----------|--|---|
| | US History (EOC) (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| W. Foreign and domestic policy developments | Describe and evaluate the evolution of United States domestic and foreign policies from Reconstruction to the present, including: 1. isolationism 2. immigration policy 3. Manifest Destiny 4. Imperialism 5. New Deal 6. two world wars 7. Cold War 8. Global interdependence | | | | Analyze and evaluate the evolution of United States domestic and foreign policies including: 1. New Deal 2. global interdependence |
| DOK | 3 | | | | 3 |
| Standards | SS3 1.6, 1.9, 3.5, 3.6 | | | | SS3 3.6, 1.6 |
| X. Causes, comparisons, and results of major twentieth-century wars | Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences and peace efforts | | | Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences and peace efforts | |
| DOK | 2 | | | 2 | |
| Standards | SS3 1.6, 1.10 | | | SS3 1.6, 1.10 | |
| Y. Understanding cultural changes | * Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology) | | | | |
| DOK | 2 | | | | |
| Standards | SS3 1.9, 1.10 | | | | |
| Z. Missouri history as it relates to major developments of United States History | * Analyze Missouri History as it relates to major developments of US History including 1. Exploration and settlement 2. Mid 1800s (conflict and war) 3. Urbanization, industrialization, post-industrial societies | | | | |
| DOK | 3 | | | | |
| Standards | SS3 1.6, 1.10 | | | | |

Missouri, United States and World History

| CONCEPTS | 3b. Knowledge of continuity and change in the history of the world | | | | |
|--|--|--|-----------|---|-----------|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Culture of early river valley civilizations | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| B. Contributions of Greek and Roman civilizations | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| C. Institutions and events of European civilization during the Middle Ages | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| D. Japanese institutions and culture | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| E. Native Latin American cultures | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| F. Cultural features of the historic African Empires | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| G. Knowledge of contributions and interactions of major world civilizations | | | | Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times | |
| DOK | | | | 4 | |
| Standards | | | | SS3 1.9 | |

Missouri, United States and World History

| CONCEPTS | 3b. Knowledge of continuity and change in the history of the world | | | | |
|---|--|--|-----------|--|---|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| H. Influence of the Renaissance and Reformation | | | | Analyze the following developments related to the Renaissance and Reformation including: new ways of thinking, humanism, new developments in arts and their impact on later developments | |
| DOK | | | | 4 | |
| Standards | | | | SS3 1.6, 1.9 | |
| I. Causes and effects of European overseas expansion | | | | Assess the impact of the First Global Age, including the Columbian Exchange ; the origins and consequences of European overseas expansion; the effect of European arms and economic power on other parts of the world; resulting transformations in the Americas, Africa, Asia and Europe and conflicts among European maritime and land powers | |
| DOK | | | | 4 | |
| Standards | | | | SS3 1.9, 1.6 | |
| J. Impact of Scientific Revolution | | | | Analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world | |
| DOK | | | | 4 | |
| Standards | | | | SS3 1.6, 1.9 | |
| K. Effect of the Enlightenment on major revolutions | | Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history | | a. Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history | |
| DOK | | 3 | | 3 | |
| Standards | | SS3 1.6, 1.9 | | SS3 1.6, 1.9 | |
| K. (Continued) | | | | b. Identify and explain the major revolutions of the 18 th and 19 th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization) | |
| DOK | | | | 3 | |
| Standards | | | | SS3 1.10, 1.6 | |
| L. Causes and consequences of economic theories and practices | | | | Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, laissez-faire capitalism and socialism. Describe the social and political effects these have had on various societies | Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, laissez-faire capitalism and socialism. Describe the social and political effects these have had on various societies |
| DOK | | | | 3 | 3 |
| Standards | | | | SS3 1.6, 1.9 | SS3 1.6, 1.9 |

Missouri, United States and World History

| CONCEPTS | 3b. Knowledge of continuity and change in the history of the world | | | | |
|---|--|--|-----------|--|-----------|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| M. Causes, comparisons and results of major twentieth-century wars | | | | Analyze all significant wars of the twentieth century, including: causes, comparisons, consequences and peace efforts | |
| DOK | | | | 4 | |
| Standards | | | | SS3 1.6 | |
| N. Causes, reactions and consequences of European and Japanese imperialism | | | | Evaluate European and Japanese imperialism of the late 19 th and 20 th century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences | |
| DOK | | | | 4 | |
| Standards | | | | SS3 1.9, 1.6, 3.8 | |
| O. Causes and consequences of major demographic changes | | | | Outline major demographic changes and migrations from prehistoric times to the present, including: their causes and consequences (e.g. rural to urban, less developed to more developed) | |
| DOK | | | | 2 | |
| Standards | | | | SS3 1.8, 1.6 | |

Economic Concepts and Principles

| CONCEPTS | 4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | | | | |
|--|---|--|--|---------------|--|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events | Apply the following major economic concepts in the context of US History from Reconstruction to the present: 1. labor, natural resources, and capital resources 2. supply and demand (shortages and surpluses) 3. savings and investment 4. business cycle 5. profit 6. government regulation and deregulation 7. unemployment and full employment 8. inflation and deflation | | Define and give examples of production (human resources, natural resources, capital resources) | | Apply major economic concepts, such as: 1. scarcity 2. opportunity cost 3. factors of production (human resources, natural resources, and capital resources) 4. supply and demand (shortages and surpluses) 5. gross domestic product (GDP) 6. savings and investment 7. business cycle 8. profit 9. government regulation and deregulation 10. budgeting 11. income 12. unemployment and full employment 13. inflation and deflation |
| DOK | 3 | | 2 | | 2 |
| Standards | SS4 1.10 | | SS4 1.6, 1.10 | | SS4 1.10 |
| B. Understanding the consequences of personal and public economic decisions | | | | | Evaluate the economic consequences of personal and public decisions (e. g. use of credit; deficit spending) |
| DOK | | | | | 2 |
| Standards | | | | | SS4 3.8 |
| C. Understanding various types of taxes and their purposes | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| D. Interdependence of households, businesses and governments | | | | | |
| DOK | | | | | |
| Standards | | | | | |

Economic Concepts and Principles

| CONCEPTS | 4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | | | | |
|---|--|---|-----------|---------------|--|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| E. The role of technology in changing the US from an agricultural economy to an industrial economy | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| F. Interpreting the past, explaining the present and predicting the future of economic decisions | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| G. Compare and contrast economic systems | | | | | Compare and contrast economic systems: traditional, market, command and mixed |
| DOK | | | | | 2 |
| Standards | | | | | SS4 1.9 |
| H. Understanding the roles of people, business, and government in economic systems of the United States | Analyze the roles people, business, labor unions and government have played in the US economy, such as: <ol style="list-style-type: none"> monetary policy (why the Federal Reserve System influences interest rates and money supply) fiscal policy (government taxation and spending) how monopolies affect people’s lives and how they are regulated how boycotts, strikes, and embargoes affect trade and people’s options | Analyze the roles that people, businesses and government play in economic systems, such as: <ol style="list-style-type: none"> monetary policy (why the Federal Reserve System influences interest rates and money supply) fiscal policy (government taxation and spending) | | | Explain the roles people, business, and government play in economic systems, such as: <ol style="list-style-type: none"> monetary policy (why and how the Federal Reserve System influences interest rates and money supply) fiscal policy (government taxation and spending) how monopolies affect people’s lives and how they are regulated how boycotts, strikes and embargoes affect trade and people’s options why businesses may choose to build in or move to other regions or countries |
| DOK | 3 | 3 | | | 3 |
| Standards | SS4 1.9, 3.6 | SS4 1.6, 3.6 | | | SS4 1.6, 4.1 |

Economic Concepts and Principles

| CONCEPTS | 4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | | | | |
|--|---|--|-----------|--|---|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| I. Understanding the functions and effects of economic institutions | Explain the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions and financial institutions | | | | Analyze the functions and effects of major economic institutions on the United States economy, such as corporations, labor unions and financial institutions |
| DOK | 2 | | | | 2 |
| Standards | SS4 1.10 | | | | SS4 1.6, 1.10 |
| J. Knowledge of economic institutions | Explain the United States role in the global economy and of the roles of trade, treaties, international organizations and comparative advantage in the global economy | | | Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy | Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy |
| DOK | 2 | | | 2 | 2 |
| Standards | SS4 1.6, 1.10 | | | SS4 1.6, 1.10 | SS4 1.6, 1.10 |
| K. Understanding the roles of government in a market economy | Identify the roles of the government in the US economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice) | Identify the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice) | | | Analyze the roles of government in a market economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice) |
| DOK | 2 | 2 | | | 2 |
| Standards | SS4 1.10 | SS4 1.10 | | | SS4 1.6, 1.10 |

Elements of Geographical Study and Analysis

| CONCEPTS | 5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | | | | |
|---|---|--|--|--|---|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Reading and constructing maps | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| B. Understanding the concept of location to make predictions and solve problems | Locate major cities of Missouri, the United States and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world | | a. Locate major cities of Missouri, the United States and world; states of the United States and many of the world's nations; the world's continents and oceans; and major topographic features of the United States and world | | |
| DOK | 1 | | 1 | | |
| Standards | SS5 1.4, 1.5 | | SS5 1.4, 1.5 | | |
| B. (Continued) | | | b. Communicate locations of places by creating maps and by describing their absolute locations and relative locations | | |
| DOK | | | 2 | | |
| Standards | | | SS5 1.8, 1.10, 2.1 | | |
| C. Understanding the concept of place | a. Describe physical characteristics and human characteristics that make specific places unique | | a. Describe physical characteristics and human characteristics that make specific places unique | a. Describe physical characteristics and human characteristics that make specific places unique | |
| DOK | 2 | | 2 | 2 | |
| Standards | SS5 1.10 | | SS5 1.10 | SS5 1.10 | |
| C. (Continued) | b. Explain how and why places change | | b. Explain how and why places change | b. Explain how and why places change | |
| DOK | 2 | | 2 | 2 | |
| Standards | SS5 1.6 | | SS5 1.6 | SS5 1.6 | |
| C. (Continued) | c. Explain how and why different people may perceive the same place in varied ways | | c. Explain how and why different people may perceive the same place in varied ways | c. Explain how and why different people may perceive the same place in varied ways | |
| DOK | 4 | | 4 | 4 | |
| Standards | SS5 1.6 | | SS5 1.6 | SS5 1.6 | |
| D. Relationships within places (Human-Environment Interactions) (Movement) | Distinguish major patterns and issues with regard to population distribution, demographics , settlements, migrations, cultures and economic systems in the United States and world | | a. Explain how physical processes shape the earth's surface | | a. Explain how technology has expanded people's capacity to modify the physical environment |
| DOK | 3 | | 2 | | 2 |
| Standards | SS5 1.6 | | SS5 1.10 | | SS5 1.10 |

Elements of Geographical Study and Analysis

| CONCEPTS | 5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | | | | |
|---|--|--|--|---------------|---|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| D. (Continued) | | | b. Describe the distribution and characteristics of ecosystems , the forces that have led to their formation, and how they vary in biodiversity and productivity | | b. Identify how changes in the physical environment may reduce the capacity of the environment to support human activity |
| DOK | | | 2 | | 2 |
| Standards | | | SS5 1.6, 1.10 | | SS5 1.6 |
| D. (Continued) | | | c. Analyze major patterns and issues with regard to population distribution, demographics , settlements, migrations, cultures and economic systems in the United States and world | | c. Identify and evaluate policies and programs related to the use of resources |
| DOK | | | 3 | | 3 |
| Standards | | | SS5 1.6, 3.5 | | SS5 1.10, 3.7 |
| D. (Continued) | | | d. Explain how technology has expanded people's capacity to modify the physical environment | | |
| DOK | | | 2 | | |
| Standards | | | SS5 1.10 | | |
| D. (Continued) | | | e. Identify how changes in the physical environment may reduce the capacity of the environment to support human activity | | |
| DOK | | | 2 | | |
| Standards | | | SS5 1.10 | | |
| E. Understanding relationships between and among places | | | a. Explain the factors that account for patterns in trade and human migration | | a. Explain the factors that account for patterns in trade and human migration |
| DOK | | | 2 | | 2 |
| Standards | | | SS5 1.10 | | SS5 1.10 |
| E. (Continued) | | | b. Describe major effects of changes in patterns of the movement of people, products and ideas | | b. Describe the major effects of changes in patterns of the movement of people, products and ideas |
| DOK | | | 2 | | 2 |
| Standards | | | SS5 1.6 | | SS5 1.6 |
| E. (Continued) | | | c. Identify issues pertaining to the movement of people, products and ideas, and evaluate ways to address those issues | | c. Identify issues pertaining to the movement of people, products and ideas, and propose, and evaluate ways to address these issues |
| DOK | | | 3 | | 4 |
| Standards | | | SS5 3.7, 3.1 | | SS5 3.7, 3.1 |

Elements of Geographical Study and Analysis

| CONCEPTS | 5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | | | | |
|---|--|--|--|--|-----------|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| F. Understanding relationships between and among regions | a. List and explain criteria that give regions their identities in different periods of United States history | | a. List and explain criteria that give regions their identities in different periods of United States and world history | a. List and explain criteria that give regions their identities in different periods of world history | |
| DOK | 2 | | 2 | 2 | |
| Standards | SS5 1.6 | | SS5 1.6 | SS5 1.6 | |
| F. (Continued) | b. Explain how and why regions change | | b. Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation) | b. Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation) | |
| DOK | 2 | | 2 | 2 | |
| Standards | SS5 1.6 | | SS5 1.6 | SS5 1.6 | |
| F. (Continued) | | | c. Explain how regions relate to one another (e.g., river-drainage regions) | c. Explain how regions relate to one another (e.g., river-drainage regions) | |
| DOK | | | 2 | 2 | |
| Standards | | | SS5 1.6 | SS5 1.6 | |
| F. (Continued) | | | d. Explain how and why regions change | d. Explain how and why regions change | |
| DOK | | | 2 | 2 | |
| Standards | | | SS5 1.6 | SS5 1.6 | |
| G. Using geography to interpret, explain and predict | | | Use geography to interpret the past, explain the present and plan for the future | | |
| DOK | | | 3 | | |
| Standards | | | SS5 1.6, 3.2 | | |
| H. Human Systems | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| I. Human-Environment Interactions | | | a. Explain how technology has expanded people's capacity to modify the physical environment | | |
| DOK | | | 2 | | |
| Standards | | | SS5 1.10 | | |
| I. (Continued) | | | b. Identify how changes in the physical environment may reduce the capacity of the environment to support human activity | | |
| DOK | | | 2 | | |
| Standards | | | SS5 1.10 | | |
| I. (Continued) | | | c. Identify and evaluate policies and programs related to the use of resources | | |
| DOK | | | 3 | | |
| Standards | | | SS5 1.10, 3.7 | | |

Elements of Geographical Study and Analysis

| CONCEPTS | 5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | | | | |
|---|--|--|--|---------------|-----------|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| J. Using geography to interpret, explain and plan for the future | | | a. Use and evaluate geographic research sources (e.g., maps, satellite images, globes, charts, graphs and atlases) to interpret Earth's physical and human systems | | |
| DOK | | | 2 | | |
| Standards | | | SS5 1.4, 1.7 | | |
| J. (Continued) | | | b. Identify and solve geographic problems | | |
| DOK | | | 2 | | |
| Standards | | | SS5 3.1, 3.2 | | |
| J. (Continued) | | | c. Construct maps | | |
| DOK | | | 2 | | |
| Standards | | | SS5 1.8 | | |

Relationships of Individuals and Groups to Institutions and Traditions

| CONCEPTS | 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions | | | | |
|--|--|--|-----------|---------------|-----------|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Cultures meeting the needs of people | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| B. Groups meeting the needs of individuals | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| C. Methods of resolving conflicts | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| D. Knowledge of how needs of individuals are met | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| E. Group membership | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| F. Effects of actions, cultural, traditions and institutions | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| G. Effect of laws and events on relationships | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| H. Effect of personal and group experiences on perceptions | | | | | |
| DOK | | | | | |
| Standards | | | | | |

Relationships of Individuals and Groups to Institutions and Traditions

| CONCEPTS | 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions | | | | |
|--|---|---|---|---|---|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| I. Changing ideas, concepts and traditions | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| J. Methods of resolving conflicts | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| K. Ideas and beliefs of different cultures | * Compare and contrast the major ideas and beliefs of different cultures | * Compare and contrast the major ideas and beliefs of different cultures | Compare and contrast the major ideas and beliefs of different cultures | Compare and contrast the major ideas and beliefs of different cultures | Compare and contrast the major ideas and beliefs of different cultures |
| DOK | 2 | 2 | 2 | 2 | 2 |
| Standards | SS6 1.9 | SS6 1.9 | SS6 1.9 | SS6 1.9 | SS6 1.9 |
| L. Changing of roles of various groups | Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects | Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects | Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects | Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects | Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects |
| DOK | 3 | 3 | 3 | 3 | 3 |
| Standards | SS6 1.6 | SS6 1.6 | SS6 1.6 | SS6 1.6 | SS6 1.6 |
| M. Major social institutions | Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs | Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs | Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs | Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs | Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs |
| DOK | 2 | 2 | 2 | 2 | 2 |
| Standards | SS6 1.9, 1.10 | SS6 1.9, 1.10 | SS6 1.9, 1.10 | SS6 1.9, 1.10 | SS6 1.9, 1.10 |
| N. Consequences of individual or institutional failure | Predict the consequences that can occur when: 1. institutions fail to meet the needs of individuals and groups 2. individuals fail to carry out their personal responsibilities | Predict the consequences that can occur when: 1. institutions fail to meet the needs of individuals and groups 2. individuals fail to carry out their personal responsibilities | Predict the consequences that can occur when: 1. institutions fail to meet the needs of individuals and groups 2. individuals fail to carry out their personal responsibilities | Predict the consequences that can occur when: 1. institutions fail to meet the needs of individuals and groups 2. individuals fail to carry out their personal responsibilities | Predict the consequences that can occur when: 1. institutions fail to meet the needs of individuals and groups 2. individuals fail to carry out their personal responsibilities |
| DOK | 4 | 4 | 4 | 4 | 4 |
| Standards | SS6 3.1 | SS6 3.1 | SS6 3.1 | SS6 3.1 | SS6 3.1 |
| O. Causes, effects and resolutions of cultural conflict | Determine the causes, consequences and possible resolutions of cultural conflicts | Determine the causes, consequences and possible resolutions of cultural conflicts | Determine the causes, consequences and possible resolutions of cultural conflicts | Determine the causes, consequences and possible resolutions of cultural conflicts | Determine the causes, consequences and possible resolutions of cultural conflicts |
| DOK | 3 | 3 | 3 | 3 | 3 |
| Standards | SS6 3.6 | SS6 3.6 | SS6 3.6 | SS6 3.6 | SS6 3.6 |

Tools of Social Science Inquiry

| CONCEPTS | 7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents) | | | | |
|--|--|--|--|--|--|
| | US History (Required by RSMO 170.011) | Government (Required by RSMO 170.011) | Geography | World History | Economics |
| A. Identify, select, use, analyze and create appropriate resources for social science inquiry | Distinguish between and analyze primary sources and secondary sources | Distinguish between and analyze primary sources and secondary sources | Distinguish between and analyze primary sources and secondary sources | Distinguish between and analyze primary sources and secondary sources | Distinguish between and analyze primary sources and secondary sources |
| DOK | 2 | 2 | 2 | 2 | 2 |
| Standards | SS7 1.7, 1.5 | SS7 1.7, 1.5 | SS7 1.7, 1.5 | SS7 1.7, 1.5 | SS7 1.7, 1.5 |
| B. Knowledge to create various social studies maps and graphics | * Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies | * Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies | Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies | Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies | Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies |
| DOK | 3 | 3 | 3 | 3 | 3 |
| Standards | SS7 1.8, 2.1 | SS7 1.8, 2.1 | SS7 1.8, 2.1 | SS7 1.8, 2.1 | SS7 1.8, 2.1 |
| C. Understanding fact, opinion, bias and points of view in sources | Distinguish between fact and opinion and analyze sources to recognize bias and points of view | Distinguish between fact and opinion and analyze sources to recognize bias and points of view | Distinguish between fact and opinion and analyze sources to recognize bias and points of view | Distinguish between fact and opinion and analyze sources to recognize bias and points of view | Distinguish between fact and opinion and analyze sources to recognize bias and points of view |
| DOK | 3 | 3 | 3 | 3 | 3 |
| Standards | SS7 1.7, 3.5, 3.6 | SS7 1.7, 3.5, 3.6 | SS7 1.7, 3.5, 3.6 | SS7 1.7, 3.5, 3.6 | SS7 1.7, 3.5, 3.6 |
| D. Using technological tools | | | | | |
| DOK | | | | | |
| Standards | | | | | |
| E. Developing a research plan and identifying resources | * Develop a research plan and identify appropriate resources for investigating social studies topics | * Develop a research plan and identify appropriate resources for investigating social studies topics | Develop a research plan and identify appropriate resources for investigating social studies topics | Develop a research plan and identify appropriate resources for investigating social studies topics | Develop a research plan and identify appropriate resources for investigating social studies topics |
| DOK | 3 | 3 | 3 | 3 | 3 |
| Standards | SS7 1.1, 1.4 | SS7 1.1, 1.4 | SS7 1.1, 1.4 | SS7 1.1, 1.4 | SS7 1.1, 1.4 |
| F. Interpreting various social studies resources | Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts | Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts | Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts | Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts | Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts |
| DOK | 3 | 3 | 3 | 3 | 3 |
| Standards | SS7 1.5 | SS7 1.5 | SS7 1.5 | SS7 1.5 | SS7 1.5 |
| G. Supporting a point of view | | | | | |
| DOK | | | | | |
| Standards | | | | | |